



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Songo Locks School

SAU: RSU 61 / MSAD 61

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2010-2011 NCLB Report Card



School: Songo Locks School
SAU: RSU 61 / MSAD 61
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	74	74	100	69	65	65	3	66	26	5	74	0
	2009-2010	68	66	97	68	65	73	15	53	27	5	66	0
Female	2008-2009	40	40	100	70	67	70	5	65	25	5		
	2009-2010	34	34	100	74	67	76	18	56	24	3		
Male	2008-2009	34	34	100	68	64	60	0	68	26	6		
	2009-2010	34	32	94	63	63	69	13	50	31	6		
Caucasian/White	2008-2009	72	72	100	69	65	66	3	67	25	6		
	2009-2010	66	64	97	67	65	74	13	55	28	5		
African American/Black	2008-2009	2	2	100			42						
	2009-2010	1	1	100			46						
Hispanic	2008-2009	0	0				51						
	2009-2010	1	1	100			58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	24	24	100	58	58	53	0	58	33	8		
	2009-2010	29	27	93	56	59	62	11	44	41	4		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	12	12	100	25	44	36	0	25	58	17		
	2009-2010	11	9	82		26	38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Songo Locks School
SAU: RSU 61 / MSAD 61
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009					66	71						
	2009-2010	76	74	97	73	64	67	20	53	12	15	74	0
Female	2008-2009					77	75						
	2009-2010	41	41	100	80	66	71	20	61	7	12		
Male	2008-2009					53	67						
	2009-2010	35	33	94	64	62	63	21	42	18	18		
Caucasian/White	2008-2009					66	71						
	2009-2010	74	72	97	72	63	68	21	51	13	15		
African American/Black	2008-2009						53						
	2009-2010	2	2	100			43						
Hispanic	2008-2009						66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009					60	71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009						60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009					58	60						
	2009-2010	27	25	93	56	54	56	12	44	24	20		
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009					21	43						
	2009-2010	17	16	94	50	42	34	0	50	13	38		
Limited English Proficient	2008-2009						47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Songo Locks School
SAU: RSU 61 / MSAD 61
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009					54	67						
	2009-2010	71	71	100	68	66	72	4	63	25	7	71	0
Female	2008-2009					58	70						
	2009-2010	40	40	100	73	76	78	8	65	23	5		
Male	2008-2009					51	64						
	2009-2010	31	31	100	61	57	67	0	61	29	10		
Caucasian/White	2008-2009					53	67						
	2009-2010	69	69	100	68	67	73	4	64	25	7		
African American/Black	2008-2009						46						
	2009-2010	0	0				57						
Hispanic	2008-2009						56						
	2009-2010	1	1	100			70						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	1	1	100			73						
American Indian or Native Alaskan	2008-2009						48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009					49	53						
	2009-2010	39	39	100	69	60	62	3	67	28	3		
Migrant	2008-2009						38						
	2009-2010	0	0										
Students with Disabilities	2008-2009					35	31						
	2009-2010	15	15	100	20	19	36	0	20	60	20		
Limited English Proficient	2008-2009						39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Songo Locks School
SAU: RSU 61 / MSAD 61
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	74	74	100	81	76	70	23	58	14	5	74	0
	2009-2010	68	66	97	73	70	62	14	59	15	12	66	0
Female	2008-2009	40	40	100	80	71	68	18	63	18	3		
	2009-2010	34	34	100	76	67	61	15	62	15	9		
Male	2008-2009	34	34	100	82	81	71	29	53	9	9		
	2009-2010	34	32	94	69	73	63	13	56	16	16		
Caucasian/White	2008-2009	72	72	100	82	77	71	24	58	13	6		
	2009-2010	66	64	97	72	71	63	13	59	16	13		
African American/Black	2008-2009	2	2	100			45						
	2009-2010	1	1	100			31						
Hispanic	2008-2009	0	0				50						
	2009-2010	1	1	100			52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	24	24	100	67	64	58	25	42	21	13		
	2009-2010	29	27	93	63	66	50	4	59	22	15		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	12	12	100	50	67	46	25	25	33	17		
	2009-2010	11	9	82		52	33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009					67	66						
	2009-2010	76	75	99	69	67	62	23	47	15	16	74	1
Female	2008-2009					67	66						
	2009-2010	41	41	100	68	59	62	15	54	17	15		
Male	2008-2009					67	67						
	2009-2010	35	34	97	71	75	63	32	38	12	18		
Caucasian/White	2008-2009					68	67						
	2009-2010	74	73	99	70	67	63	23	47	15	15		
African American/Black	2008-2009						46						
	2009-2010	2	2	100			36						
Hispanic	2008-2009						61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009					60	68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009						59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009					60	54						
	2009-2010	27	26	96	50	53	50	12	38	19	31		
Migrant	2008-2009						50						
	2009-2010	0	0										
Students with Disabilities	2008-2009					36	41						
	2009-2010	17	17	100	41	50	36	24	18	18	41		
Limited English Proficient	2008-2009						43						
	2009-2010	0	0				38						

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009					56	66						
	2009-2010	71	71	100	61	61	64	13	48	18	21	71	0
Female	2008-2009					55	65						
	2009-2010	40	40	100	53	61	64	13	40	25	23		
Male	2008-2009					56	66						
	2009-2010	31	31	100	71	61	64	13	58	10	19		
Caucasian/White	2008-2009					56	67						
	2009-2010	69	69	100	62	62	65	13	49	19	19		
African American/Black	2008-2009						43						
	2009-2010	0	0				37						
Hispanic	2008-2009						52						
	2009-2010	1	1	100			55						
Asian or Pacific Islander	2008-2009						69						
	2009-2010	1	1	100			67						
American Indian or Native Alaskan	2008-2009						46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009					47	53						
	2009-2010	39	39	100	62	56	51	8	54	15	23		
Migrant	2008-2009						38						
	2009-2010	0	0										
Students with Disabilities	2008-2009					29	38						
	2009-2010	15	15	100	33	26	34	7	27	20	47		
Limited English Proficient	2008-2009						40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Songo Locks School
SAU: RSU 61 / MSAD 61
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	99 98	99 99	71	66 63	71 69	99	99 98	99 99	70	67 57	63 61	95	95	95
Caucasian/White	98	99 98	99 99	70	65 63	71 69	99	99 98	99 99	70	68 58	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	96	98 99	99 99	58	60 54	60 56	97	98 99	99 99	54	62 44	50 47			
Students with Disabilities	93	96 97	97 98	43	31 13	36 28	95	97 97	97 98	36	45 23	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2010-2011 NCLB Report Card Maine Teacher Quality Data



School: Songo Locks School
SAU: RSU 61 / MSAD 61



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	5	13	7	4	4	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>